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ABSTRACT

Integrating the use of a social studies text, trade books, and writing can be a daunting task for teachers in grades 5-7. A sample lesson used with senior level preservice teachers enrolled in a content area reading course is the focus of this paper. Suggestions for duplicating the lesson in a middle school setting are included. The lesson displayed was designed to: (1) model selective use of portions of a fifth-grade social studies text; (2) model the use of strategies that link students' prior knowledge to assigned text readings; (3) model the use of a trade book related to the text; and (4) encourage students to write formula poetry related to the text and trade book. (Author/RS)

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Integrating Content Area Texts and Trade Books with Poetry: One Gateway to Adolescent Literacy

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Abstract

Integrating the use of a social studies text, trade books, and writing can be a daunting task for teachers in grades 5-7. A sample lesson used with senior level preservice teachers enrolled in a content area reading course was shared in a poster session at the 2002 International Reading Association Conference in San Francisco, CA. Suggestions for duplicating the lesson in a middle school setting were included.

International Reading Association
San Francisco, CA
April 30, 2002

Poster Session 5
Elizabeth C. Webre
University of Louisiana at Lafayette

Integrating Content Area Texts and Trade Books with Poetry: One Gateway to Adolescent Literacy

Objectives:

1. **Demonstrate the integration of a social studies text, a trade book, and writing.**
2. **Share a model lesson used with preservice teachers.**
3. **Share formula poetry that resulted from the integrated lesson.**

Note: The lesson displayed was designed to:

(1) Model selective use of portions of a fifth grade social studies text.

(2) Model the use of strategies that link students' prior knowledge to assigned text readings.

(3) Model the use of a trade book related to the text.

(4) Encourage students to write formula poetry related to the text and trade book.

Sample Lesson

1. The students will brainstorm what they know about the word *apprentice* in writing, individually, followed by whole group sharing (see Figure 1).

2. The students will read a cloze passage and orally state what they think has been omitted from the passage (see Figure 2).

3. The students will individually read from the content area text, Lesson 4-A, pages 221-224 (Bass)*, to ascertain whether their responses to the cloze passage were correct and what they learned about the famous apprentice.

*Note: Lesson 4 focused on William Penn's design of Philadelphia, followed by information on Ben Franklin including his apprenticeships, his arrival in Philadelphia, and his contribution to life in Philadelphia.

4. The students will share what they learned and what they can infer about this famous figure of Colonial America (see Figure 3).

5. The students will read from the text, page 241, (Bass),** to learn more about this famous American and will orally share additional information and inferences (see Figure 4).

**Note: In a later chapter, improvements in mail service attributable to Benjamin Franklin are described.

6. As the teacher reads aloud, the students will listen to the first two chapters of *Ben and Me* (Lawson). ***

***Note: The first chapter of *Ben and Me*, "I, Amos," introduces the reader to Amos, a mouse, who befriends Ben Franklin. Chapter 2 "We Invent the Franklin Stove" is, of course, a fictionalized account of how Franklin came to invent the Frankin stove – with the help of Amos.

7. After reflecting on the fictional presentation and the content of the social studies text, students will write biopoems (see Figures 5 and 6) in cooperative groups of two or three and will share the resulting biopoems with the whole class (see Figures 7, 8, 9).

Books Cited

Bass, H. (1993). *Our Country.* Morristown, NJ: Silver Burdett.

Lawson, R. (1939). *Ben and Me*. New York: Little Brown.

Duplicating the Lesson: Getting Started

Biographies of individuals who lived at the time of the Revolutionary War are listed below. Fifth grade students, for example, would have some background knowledge that could be activated in prereading activities and linked to readings from both a content area social studies text and trade books like those below.

Daulaire, I., & Daulaire, E. (1950). *Benjamin Franklin.* Doubleday. RL 6 IL 8-12

Fritz, J. (1989). *The Great Little Madison.* Putnam. RL 5 IL 10+

Fritz, J. (1981). *Traitor: The Case of Benedict Arnold.* Putnam. RL 5 IL 8+

Fritz, J. (1978). *What' the Big Idea, Benjamin Franklin?* Coward, McCann. RL 5 IL 7-10

Frtiz, J. (1975). *Where Was Patrick Henry on the 29th of May?* Coward, McCann. RL 5 IL 7-10

Frtiz, J. (1976). *Will You Sign Here, John Hancock?* Coward, McCann. Rl 5 IL 7-10

Giblin, , G. (1992). *George Washington: A Picture Biography.* Scholastic. RL5 IL 7-10

Giblin, G. (2000). *The Amazing Life of Benjamin Franklin.* Scholastic. RL 5 IL 10+

Heilbroner, J. (1989). *Meet George Washington.* Random House. RL 5 IL 7-10

Meltzer, M. (1988). *Benjamin Franklin the New American.* Watts. RL 6 IL 10+

Meltzer. M. (1986). *George Washington and the Birth of Our Nation.* Watts. RL 6 IL 10+

Meltzer, M. (1991). *Thomas Jefferson: The Revolutionary Aristocrat.* RL 6 IL 10+

Murphy, J. (1996). *A Young Patriot: The American Revolution as Experienced by One Boy.* Clarion. RL 6 IL 10+

For a sample lesson modified for fifth grade students, refer to

Inzerella, M. (2002). Using biographical poems in a fifth grade class. *Social Studies Education and the Young Learner*, 14(3), P-4.

For additional reading

Pino, C. (1983). *Formula Poetry in the Content Areas: An Activities Book.* (ERIC Document Reproduction Service No. ED272880)

Figure 1
Responses of Preservice Teachers during Brainstorming Session

Apprentice

helper
intern
studies under a professor
Sorcerer's Apprentice
job opportunity
assistant
gain experience in a trade
career
Mickey Mouse - Fantasia
career
student teacher
knight

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Figure 2
Cloze Passage about a Famous Apprentice, Benjamin Franklin

(Benjamin Franklin) _____ did not do well in his family's trade, candle making. As a result, he was apprenticed to a cutler or knife maker, unsuccessfully, and finally to his brother, a (printer) _____.

After his apprenticeship, (Benjamin Franklin) _____ went to work on his own in (Philadelphia) _____, the largest city in the middle colonies.

Figure 3
Responses of Preservice Teachers Indicating Learned Facts and Selected Inferences

Ben Franklin

What We Know	What We Can Infer
started 1st library	imaginative
organized 1st volunteer F. D.	no spare time
authored Poor Richard's Almanac	intelligent
inventor	hard working
instituted use of night watchman	innovative
	liked to help people
	creative
	well-spoken

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Figure 4
Responses of Preservice Teachers to Related Portions of Social Studies Text

Read Section C, p. 241.
Note illustration and caption.

Can you add anything to what you know or can infer about Ben Franklin?

postmaster

improved mail service

good leader, organizer

Figure 5
Sample Biopoem Format Presented by Content Area Reading Course Instructor

Biopoem

Line 1 First Name

Line 2 4 Traits that describe the character

Line 3 Relative of _____

Line 4 Lover of _____ _____ _____
(3 things or people)

Line 5 Who feels _____ _____
_____ (3 items)

Line 6 Who needs _____ _____
_____ (3 items)

Line 7 Who fears _____ _____
_____ (3 items)

Line 8 Who gives _____ _____
_____ (3 items)

Line 9 Who would like to see _____
_____ _____ (3 items)

Line 10 Resident of _____

Line 11 Last Name

Figure 6
Biopoem Model Created by Content Area Reading Course Instructor

Ben

Resourceful, intelligent, proactive, revolutionary

Relative of brother printer

Lover of science, invention, *Poor Richard's Almanac*

Who feels patriotic, ambitious, moralistic

Who needs a stove, a mouse, a printing press

Who fears cold, the loss of freedom, inefficiency

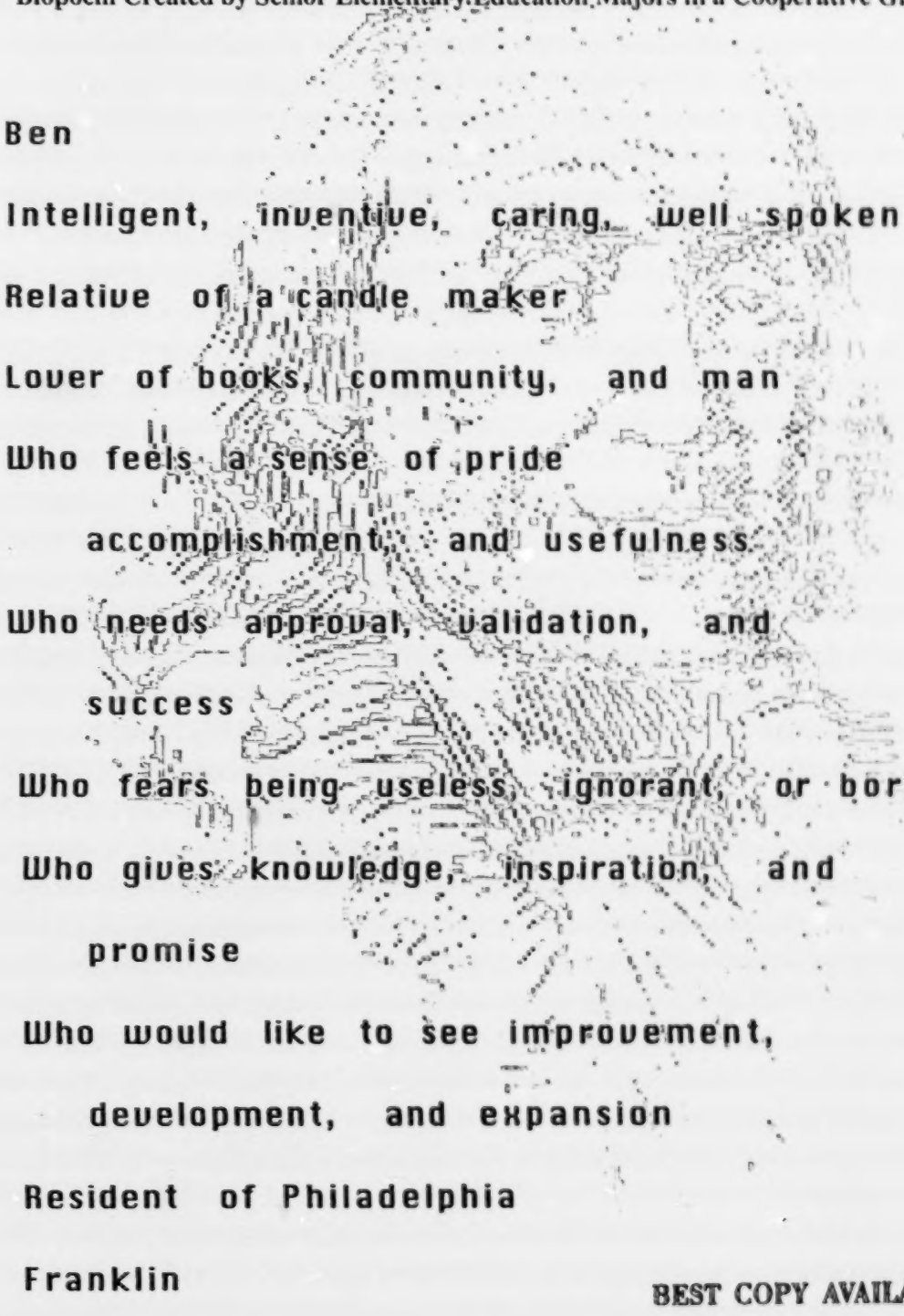
Who gives weather forecasts, jokes, riddles

Who would like to see independence, a public library, efficient mail service

Resident of Philadlphia

Franklin

Figure 7
Biopoem Created by Senior Elementary Education Majors in a Cooperative Group



Ben

Intelligent, inventive, caring, well spoken

Relative of a candle maker

Lover of books, community, and man

Who feels a sense of pride
accomplishment, and usefulness

Who needs approval, validation, and
success

Who fears being useless, ignorant, or bored

Who gives knowledge, inspiration, and
promise

Who would like to see improvement,
development, and expansion

Resident of Philadelphia

Franklin

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Figure 8
Biopoem Created by Senior Elementary Education Majors in a Cooperative Group

Ben
Intelligent, Ambitious, Talented, Successful
Relative of a printer
Lover of country, printing, and science
Who feels motivated, useful, and excited
Who needs success, challenges, and projects
Who fears failure, uselessness, and boredom
Who gives inventions, inspirations, and proverbs
Who would like to see changes, education, and improvements
Resident of Philadelphia
Franklin

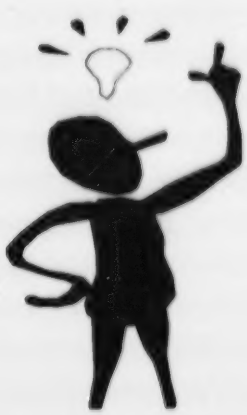
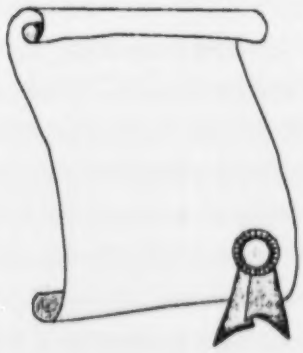


Figure 9
Biopoem Created by Senior Elementary Education Majors in a Cooperative Group

Benjamin

Intelligent, clumsy, thick, inventive
Relative of the Franklins
Lover of literature, inventions, people
Who feels happy, confident, content
Who needs challenges, variety, a family
Who fears sickness, being poor, for the safety of others
Who gives time, help, ideas
Who would like to see justice, an educated society, the world as a better place
Resident of Philadelphia

Franklin



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